

SENATE BILL REPORT

HB 1697

As Reported by Senate Committee On:
Early Learning & K-12 Education, February 24, 2010

Title: An act relating to career and technical student organizations.

Brief Description: Regarding career and technical student organizations.

Sponsors: Representatives Lias, Priest, Sullivan, Quall, Upthegrove, Santos, Kenney and Ormsby.

Brief History: Passed House: 2/13/10, 94-0.

Committee Activity: Early Learning & K-12 Education: 2/24/10 [DP].

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: Do pass.

Signed by Senators McAuliffe, Chair; Kauffman, Vice Chair, Early Learning; Oemig, Vice Chair, K-12; King, Ranking Minority Member; Brandland, Gordon, Hobbs, Holmquist, McDermott and Roach.

Staff: Susan Mielke (786-7422)

Background: In 2000 the Legislature directed the Office of Superintendent of Public Instruction (OSPI) to provide at least one full-time equivalent program staff for statewide coordination of career and technical (CTE) student organizations and their members and students. The OSPI may provide additional support to the organizations by contracting with independent coordinators.

CTE student organizations eligible for assistance and support are organizations recognized as by the U.S. Department of Education; or the OSPI, if such recognition is recommended by the Washington Association for Career and Technical Education. Eligible organizations include, but are not limited to:

- National FFA Organization;
- Family, Career, and Community Leaders of America;
- SkillsUSA;
- Distributive Education Clubs of America (DECA);
- Future Business Leaders of America; and
- Technology Student Association.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

Summary of Bill: In order to receive state support, CTE student organizations must:

- prepare students for career experiences beyond high school;
- help students develop personal, leadership, technical, and occupational skills;
- be an integral component of career and technical education instructional programs; and
- directly help students achieve state learning goals, especially goals related to critical thinking, problem solving, and decision-making.

CTE student organizational activities are recognized as integral to career and technical education if they:

- provide instructional strategies to develop, improve, and expand occupational competencies that relate to a particular career and technical subject matter;
- are an extension of the classroom and laboratory instructional program that enriches and enhances classroom learning; and
- include curriculum-oriented activities to help students to gain skills that maximize employability and the ability to become productive citizens in the workforce, home, and community.

Appropriation: None.

Fiscal Note: Not requested.

Committee/Commission/Task Force Created: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony: PRO: These student leadership programs prepare our students with wonderful and diverse opportunities to increase their academic knowledge and personal skills, including excellent speaking skills. The programs teach students to set goals and then instills confidence, motivation, and drive in the students to achieve them. The bill provides standards for new student leadership organizations that assist students in determining their passion and a pathway to be successful in a career. Students can network with business professionals and community members through these programs. Students get opportunities that most high school students do not get, such as traveling to student leadership conferences in other states. Students who live in areas experiencing an economic downturn in these programs may feel like there is no hope for them to get a job after high school, but these programs give students hope and skills to be prepared for work after school.

Persons Testifying: PRO: Tim Knue, Washington Association for Career and Technical Education; Victoria Marsh, Washington FFA ; Ben Morris, SkillsUSA Washington; Bruce McBurney, SkillsUSA Washington; Luke Harrison, Future Business Leaders of America; Reid Miller, Washington Distributive Education Clubs of America; Katie Grimnes, SkillsUSA; Karmen Ayres, SkillsUSA; and Ken Brown, FFA advisor; and Trelace Sigo, FFA.